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ABSTRACT

Recently the state legislatures in Texas and Arkansas have passed initiatives to maximize transfer effectiveness from two- to four-year institutions. These initiatives, and others being undertaken on a national level, were stimulated by the rising cost of higher education, a decline in transfer rates and low achievement among students who do transfer, and widespread interest in the educational mobility of minority students. On the national level, the efforts of the National Effective Transfer Consortium and the American Association of Community and Junior Colleges to assess transfer activity have identified a number of variables that affect student transfer activities, including the transfer policies of four-year institutions. In Texas and Arkansas, the 46 four-year institutions vary with respect to their admissions policies regarding maximum transferable hours, entry-level grade requirements, and testing requirements. At East Arkansas Community College (EACC), transfer is further impeded by the college's rural location, high rates of poverty and unemployment, high dropout rates, students' fear of leaving the area, and the lack of a local four-year institution. A survey of EACC graduates from 1986-1990 revealed that from 30% to 60% transferred successfully. To increase transfer rates, initiatives should be developed on national, state, and institutional levels. For EACC, such an initiative would include selecting 75 students from the current enrollment and providing them financial aid, four-year college orientation, and encouragement to obtain a baccalaureate degree. (JSP)

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Facilitating Transfer: An Issue of the 90's

Presented at the North Texas Community/Junior College Consortium
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FACILITATING TRANSFER: AN ISSUE OF THE 90'S

1. MISSION OF THE COMMUNITY COLLEGE

A. BALANCE OF TRANSFER PREPARATION AND OCCUPATIONAL EDUCATION

HOW IMPORTANT IS THE ROLE OF TRANSFER TO OUR COMMUNITY COLLEGES? EDUCATION LEADING TO STUDENT TRANSFER IS SEEN AS ONLY ONE OF MANY GOALS OF THE APPROXIMATELY SEVENTY COMMUNITY COLLEGES LOCATED ACROSS TEXAS AND ARKANSAS. THE ORIGINAL MISSION OF COMMUNITY COLLEGES WAS OCCUPATIONAL EDUCATION AND PREPARATION OF DIVERSE STUDENT TYPES FOR TRANSFER TO A FOUR YEAR INSTITUTION: SO MY QUESTION TODAY IS WHAT HAS CONTRIBUTED TO THE SURGE OF INTEREST IN THE TRANSFER OF COLLEGE STUDENTS?

B. WHY FOCUS ON TRANSFER NOW?

THE DECADE OF THE 80'S MAY BE THE PERIOD RECOGNIZED AS TRANSFER OF EDUCATIONAL LEADERSHIP FROM THE LOCAL TO THE STATE LEVEL. AS TAXPAYERS, WE ARE FACED WITH HIGHER AND STILL RISING COSTS OF EDUCATION; MORE AND MORE QUESTIONS HAVE BEEN RAISED ABOUT HOW THE MONEY EARMARKED FOR HIGHER EDUCATION IS BEING SPENT. IN RESPONSE, EDUCATORS, LEGISLATORS AND PRIVATE CITIZENS HAVE BEGUN REQUESTING ACCOUNTING OF COLLEGE FUNDS.

a. IN 1989 "ARKANSAS' GENERAL ASSEMBLY CHARGED ITS STATE BOARD OF EDUCATION WITH DEVELOPING A MINIMUM GENERAL EDUCATION CORE."

ITS PURPOSE WAS TO ALLOW FREE TRANSFERABILITY THROUGHOUT THE STATE. EARLY IN 1991 A BILL DESIGNED TO TRANSFER ALL RESPONSIBILITY FOR TECHNICAL AND COMMUNITY COLLEGES TO THE STATE BOARD OF EDUCATION WAS TERMED AN "EMERGENCY" AND SIGNED BY GOVERNOR BILL CLINTON. THE BOARD WAS ISSUED A MANDATE TO DEVELOP CORE

STUDIES AND TRANSFER POLICIES NEEDED FOR MAXIMUM TRANSFER EFFECTIVENESS WITHIN THE STATE.

b. WITH ITS PASSAGE OF HOUSE BILL 2182 IN 1982, THE TEXAS LEGISLATURE BECAME MORE INVOLVED IN INSURING THAT COLLEGE STUDENTS WERE PREPARED TO SUCCEED IN THE FIELD OF HIGHER EDUCATION. THIS BILL WAS A DIRECT RESULT OF RESEARCH INDICATING THAT TEXAS COLLEGE STUDENTS WOULD BENEFIT FROM AN ENTRY PROGRAM REQUIRING INDIVIDUAL ASSESSMENT, PLACEMENT AND REMEDIATION. AS A RESULT, TEXAS ACADEMIC SKILLS PROGRAM (TASP) WAS CREATED.

c. ON THE LOCAL LEVEL IN TEXAS, BRAZOSPORT COLLEGE IS WORKING ON A FOUR YEAR COMPUTERIZED MAP WHICH WILL ALLOW EACH STUDENT AN OPPORTUNITY TO PLAN A FOUR YEAR PROGRAM, BE ASSURED OF A TRANSFER STATUS, RECEIVE A RECEIPT FOR THEIR PLAN, AND BE ISSUED A PROGRESS REPORT ELECTRONICALLY.

d. AN ELECTRONIC TRANSCRIPT NETWORK (ETN) IS ALSO UNDERWAY, AS A RESPONSE TO TEXAS HOUSE BILL 543, WHICH WOULD ALLOW THE TRANSFERRING INSTITUTION FEEDBACK ON THOSE STUDENTS WHO TRANSFER.

e. RECENT IMPLEMENTATION OF A STUDENT RIGHT-TO-KNOW-ACT REQUIRES PUBLICATION OF GRADUATION RATES, WHICH REFLECTS PUBLIC INTEREST IN FIGURES AS A MEASURE OF SUCCESS.

2. OUR SCORES IN THREE R'S COMPARE UNFAVORABLY - WE NEED TO BETTER PREPARE OUR STUDENTS FOR JOBS IN THE FUTURE.

IN ADDITION TO RISING EDUCATION COSTS, COMPARISON OF OUR NATIONAL SCORES IN READING, MATH AND SCIENCE, WITH THOSE SCORES OF OTHER INDUSTRIALIZED COUNTRIES HAS ALSO CONTRIBUTED TO INCREASED PUBLIC INTEREST IN OUR COMMUNITY COLLEGES. IN THE LAST DECADE, REPORTS OF DECLINING TRANSFER RATES AND LOWER GRADES OF STUDENTS

WHO DO TRANSFER HAVE ALARMED BOTH EDUCATORS AND TAXPAYERS.

3. MINORITY TRANSFER RATIO IS NOT REPRESENTATIVE

HEIGHTENED INTEREST IN ASSESSMENT OF EFFECTIVENESS OF COMMUNITY COLLEGES AND IN RAISING ACADEMIC STANDARDS, THEN, ARE TWO POSSIBLE EXPLANATIONS FOR THE SURGE OF CONCERN NOW EVIDENT IN THE FUNCTION OF TRANSFER.

CONCURRENT WIDESPREAD INTEREST IN ASSESSING THE EDUCATIONAL MOBILITY OF MINORITY STUDENTS IS OFFERED AS THE THIRD EXPLANATION. AN ARTICLE APPEARING IN THE CHRONICLE OF HIGHER EDUCATION SUGGESTS THAT MINORITY STUDENTS COMPRISE ABOUT THIRTY PERCENT OF THE COMMUNITY COLLEGE STUDENT BODY; AND THAT THESE STUDENTS DO NOT TRANSFER TO FOUR YEAR INSTITUTIONS IN THE SAME RATIO AS OTHER STUDENTS.

C. WHO IS INVOLVED IN THE FOCUS ON TRANSFER

1. NATIONAL LEVEL

a. NETC STUDY AND FINDINGS

ON THE NATIONAL LEVEL, BY 1988, 28 EDUCATIONAL INSTITUTIONS IN 13 STATES HAD BANDED TOGETHER TO FORM THE NATIONAL EFFECTIVE TRANSFER CONSORTIUM (NETC). ENDORSED BY OTHER ORGANIZATIONS SUCH AS THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (AACJC), THE NETC DIRECTED A RESEARCH FIRM TO PREPARE A REPORT OF TRANSFER EFFECTIVENESS. EL CENTRO COLLEGE IN DALLAS IS A FOUNDING MEMBER OF THE NETC. AT THE TIME OF THE STUDY, EL CENTRO ALREADY HAD ACCESS TO ELECTRONICALLY TRANSFERRED INFORMATION, RELATED TO TRANSFER ACTIVITIES. USE OF CURRENT EQUIVALENCY GUIDES FOR COLLEGES THAT THEIR STUDENTS TRANSFER TO, AS WELL AS GUIDES OUTLINING CHOICES OF MAJORS AND REQUIRED COURSES NEEDED TO EARN

THOSE DEGREES, SHOWED EL CENTRO HAD MUCH TO OFFER IN A STUDY SUCH AS THAT DESIGNED BY THE NETC.

RESULTS OF A RECENT SURVEY AT THE NATIONAL LEVEL INDICATE 8 STATES ARE REQUIRED TO REPORT TRANSFER DATA TO THE STATE LEGISLATURE AND 8 HAVE AN ESTABLISHED DEFINITION OF "TRANSFER STUDENT." A SURVEY CONDUCTED BY DALE CAMPBELL, ASSISTANT COMMISSIONER WITH THE TEXAS HIGHER EDUCATION CO-ORDINATING BOARD, REPORTED SURVEY RESULTS EARLIER THIS YEAR, WHICH INDICATED STATE DIRECTORS ARE MOVING CAREFULLY IN THE DIRECTION OF A UNIFORM TRANSFER MODEL. OF THOSE SURVEY REPORTS, 31 STATES HAVE THE CAPACITY AT THIS TIME FOR ASSESSING STUDENT TRANSFER RATES, BUT ONLY 5 STATES ARE DOING SO.

b. **AACJC STUDY AND FINDINGS FUNDED BY THE FORD FOUNDATION**

IN EARLY 1990, THE AACJC AND NATIONAL CENTER FOR ACADEMIC ACHIEVEMENT AND TRANSFER WHICH WAS ESTABLISHED AND FUNDED BY THE FORD FOUNDATION, BEGAN AN ATTEMPT TO ASSESS TRANSFER ACTIVITY IN TWO YEAR ACCREDITED COLLEGES ACROSS THE NATION. THIS RESEARCH STUDY SUGGESTS A METHOD OF DEFINING TRANSFER EFFECTIVENESS, AND ACKNOWLEDGES THAT TRANSFER RATE AND TRANSFER EFFECTIVENESS ARE TWO SEPARATE ISSUES. (1) THE TRANSFER RATE HAS COMMONLY BEEN MEASURED BY DIVIDING THE NUMBER OF STUDENTS WHO TRANSFER TO A FOUR YEAR COLLEGE OR UNIVERSITY BY THE NUMBER OF STUDENTS ENROLLED FOR CREDIT AT THE COMMUNITY COLLEGE. (2) EFFECTIVENESS IS DEFINED AS MEASURING THOSE STUDENTS WHO DO TRANSFER TO THOSE WHO INTENDED TO TRANSFER WHEN THEY ENTERED COLLEGE. THE STUDY POINTS OUT THAT USE OF THIS FORMULA WILL ALLOW BETTER COMPARISONS BETWEEN THE MANY DIFFERENT SCHOOLS WITH DIFFERENT VARIABLES. (3) TO IMPLEMENT SUCH

A COMPARISON, THE SURVEY IDENTIFIES FOUR TYPES OF STUDENTS: TYPE I, THOSE WHO ENTER COLLEGE WITH INTENT TO TRANSFER AND DO; TYPE II, INTENT BUT DO TRANSFER; TYPE IV, THOSE STUDENTS WITH NO INTENT AND DON'T TRANSFER.

BUT CAN WE COMPARE TRANSFER EFFECTIVENESS OF THE COMMUNITY COLLEGE TO THE COMMUNITY COLLEGE WITH FAIRNESS? THE NETC STUDY SUGGEST THAT COMPARISON IS NOT POSSIBLE BECAUSE OF THE DIFFERENT VARIABLES THAT AFFECT STUDENT TRANSFER ACTIVITIES.

C. STATE LEVEL-TEXAS AND ARKANSAS MANDATES

ONE OF THE VARIABLES OUTSIDE THE CONTROL OF COMMUNITY COLLEGES IS THE TRANSFER POLICIES OF FOUR YEAR INSTITUTIONS. A COMPARISON OF APPROXIMATELY 46 UNIVERSITY TRANSFER POLICIES ACROSS TEXAS AND ARKANSAS INDICATE A VARIETY OF ADMISSION PRACTICES. ALL COLLEGES REQUIRE THAT TRANSFER CREDITS BE EARNED AT AN ACCREDITED COLLEGE; AND THE STUDENT HAS TO BE IN GOOD STANDING WITH THE PREVIOUS COLLEGE. MAXIMUM TRANSFERABLE HOURS RANGED FROM 60 - 68 HOURS IN ARKANSAS AND FROM 58 - 90 IN TEXAS. ENTRY LEVEL GPA VARIES IN TEXAS DEPENDING ON HOW MANY HOURS TRANSFER. IN ARKANSAS A MINIMUM OF "C" AVERAGE IS REQUIRED; COURSE GRADES IN A GENERAL PROGRAM ARE EVALUATED FOR ACCEPTABILITY. SOME UNIVERSITIES REFUSE COURSE GRADES BELOW A "C" BUT OTHERS REQUIRE ONLY THAT A "C" AVERAGE BE MET. TESTING PRACTICES FOR INCOMING STUDENTS WERE SET BY LAW IN TEXAS, AS I MENTIONED EARLIER. ALL FRESHMEN PURSUING CERTIFICATION OR A DEGREE, AND THOSE TRANSFER STUDENTS WITH LESS THAN 60 HOURS MUST MEET MINIMUM STANDARDS ON THE TASP BEFORE ENROLLING IN AN UPPER LEVEL COURSE. IN ARKANSAS, PLACEMENT TESTING USING THE ACT AND ASSET IS REQUIRED FOR ENTERING FRESHMEN. THIS IS A DIRECT

RESULT OF ACT 1057 OF 1987. BEGINNING WITH THE FALL 1988 SEMESTER, "ALL FIRST-TIME ENTERING FRESHMEN AT ALL STATE SUPPORTED COLLEGES AND UNIVERSITIES, WHO ARE ADMITTED TO AN ASSOCIATE OF ARTS OR BACHELOR'S DEGREE PROGRAMS SHALL BE TESTED FOR PLACEMENT PURPOSES."

II. RATIONALE FOR STUDY

THERE ARE SEVERAL SITUATIONS IMPEDING TRANSFER OF STUDENTS ON EACC'S CAMPUS SUCH AS OUR RURAL LOCATION, OUR HIGH POVERTY LEVEL, HIGH UNEMPLOYMENT RATE AND THE RETENTION RATE OF FIRST YEAR STUDENTS.

FIVE OF THE SIX COUNTIES IN EACC'S SERVICE AREA ARE RURAL, AND THERE IS NOT A FOUR YEAR COLLEGE OR UNIVERSITY LOCATED WITHIN THESE SIX COUNTIES. BECAUSE OF PROVINCIAL ATTITUDES SUCH AS THE DREAD OF MOVING AWAY FROM HOME, TRANSFERRING TO A FOUR YEAR INSTITUTION IS FRIGHTENING TO A LARGE NUMBER OF OUR STUDENTS.

SINCE MORE THAN 30% OF THE FAMILIES RESIDING WITHIN THE SERVICE AREA LIVE BELOW THE POVERTY LEVEL, MANY OF THE STUDENTS CANNOT CONCEIVE HAVING TO MEET THE EXTRA COST (SUCH AS ROOM AND BOARD) ASSOCIATED WITH ATTENDING AN EDUCATIONAL INSTITUTION LOCATED AWAY FROM HOME.

ALTHOUGH THE HIGH RATE OF UNEMPLOYMENT HAS FALLEN FROM APPROXIMATELY 14% TO SLIGHTLY LESS THAN 10%, SOME STUDENTS ARE UNABLE TO FIND JOBS EVEN AFTER COMPLETING THE ASSOCIATE DEGREE. A RETENTION RATE OF 58% INDICATES THE LIKELIHOOD THAT SOME OF THE TRANSFER RATE PROBLEM OCCURS BEFORE STUDENTS GET TO THE DEGREE STATE. THEREFORE, THIS INFORMATION ALONG WITH OTHER FACTORS WAS THE PRIMARY MOTIVATOR OF MY INTEREST IN THIS RESEARCH.

A. BACKGROUND AND DESCRIPTION

EARLIER THIS YEAR I COMPLETED TWO STUDIES RELATED TO THE TRANSFER FUNCTIONS OF EAST ARKANSAS COMMUNITY COLLEGE. WITH THIS INFORMATION PROVIDED AND CONCLUSIONS DRAWN FROM THESE STUDIES, I HOPE TO HELP ESTABLISH THE FOUNDATION FOR FURTHER RESEARCH AND OFFER RECOMMENDATIONS DESIGNED TO HELP OUR COLLEGE ANALYZE AND STRENGTHEN ITS TRANSFER ACTIVITIES.

THE FIVE YEAR SURVEY INCLUDED GRADUATES FORM 1986-1990. OUT OF 460 QUESTIONNAIRES MAILED, I RECEIVED 128 REPLIES. THE RETURN RATE WAS ABOUT 30%.

SOME OF THE QUESTIONS ASKED ON THE SURVEY INCLUDE TRANSFER STATUS, AGE RANGE OF GRADUATES, TYPE OF DEGREE RECEIVED AT EACCC, TRANSFER DEGREE SOUGHT; OTHER QUESTIONS WERE RELATED TO THE DEGREE OF SATISFACTION WITH EACC SERVICES.

D. RESULTS

1. GRADUATE SURVEY 1986-1990

GRADE POINT AVERAGES EARNED ON CAMPUS WERE COMPARED WITH TRANSFER GPA'S. EACC'S GRADUATES SHOWED AN ALMOST PERFECT PARALLEL WITH THOSE EARNED AFTER TRANSFER. THIS INDICATES THAT GPA'S EARNED ON OUR CAMPUS ARE AN EXCELLENT PREDICTOR OF ACHIEVEMENT WHEN STUDENTS TRANSFER.

THE AVERAGE GPA FOR TRANSFER AND NON-TRANSFER STUDENTS WERE THEN COMPARED. THE AVERAGE GPA FOR A TRANSFER STUDENT COVERED IN THE STUDY WAS 3.32, COMPARED TO 2.90 FOR THE STUDENT WHO DID NOT TRANSFER.

2. GRADUATE SURVEY 1991

IN A SEPARATE QUESTIONNAIRE SENT TO ALL 1991 GRADUATES THE

OUTCOME WAS QUITE DIFFERENT. OF 140 GRADUATES, 87 (62%) INDICATED INTENT TO TRANSFER. RECORDS OF PLACEMENT TESTS FOR EACH OF THESE STUDENTS WERE ANALYZED AND MEAN SCORES FOR ENGLISH, READING AND MATH ON BOTH THE ASSET AND ACT ASSESSMENT WERE RECORDED FOR EACH STUDENT: THE MEAN SCORE ON THE ASSET TRANSFER 28, NON-TRANSFER 26; ON THE ACT TRANSFER MEAN 16; NON-TRANSFER 17. MEAN GPA'S FOR BOTH STUDIES OF TRANSFER AND NON-TRANSFER STUDENTS WERE COMPARED: THE FIVE YEAR STUDY TRANSFER GPA WAS 3.32 AND THE NON-TRANSFER GPA WAS 2.90 WHEREAS ON THE 1991 GRADUATE FOLLOW-UP THE TRANSFER GPA WAS 3.75 AND THE NON-TRANSFER GPA WAS 2.90. THEREFORE, THE 1991 TRANSFER GRADUATES GPA WAS .43 HIGHER THAN THE TRANSFER GPA OF THE FIVE YEAR STUDY. INTERESTINGLY, THE NON-TRANSFER GPA OF BOTH STUDIES WERE THE SAME.

YOU MAY RECALL, THAT IN THE PERIOD COVERED BY THE FIVE YEAR STUDY, RESPONDING TRANSFER STUDENTS WERE ALREADY ENROLLED OR HAD GRADUATED FROM A FOUR YEAR INSTITUTION. THE 1991 GRADUATE SURVEY USED RESPONSES OF INTENT TO TRANSFER OR NOT TRANSFER.

THE 1991 GRADUATE FOLLOW-UP INDICATED AN INCREASE IN THE NUMBER OF GRADUATES, (140) AND ALSO IN THOSE STUDENTS WITH INTENT TO TRANSFER (87). WHEN COMPARED TO THE PAST FOUR YEARS RESPECTIVELY, IN 1990, 126 STUDENTS GRADUATED WITH 81 STATING PLANS TO TRANSFER. IN 1989, 103 STUDENTS GRADUATED, 30 TRANSFERRED. IN 1988, 109 GRADUATED, 40 TRANSFERRED. IN 1987, 101 GRADUATED, 36 TRANSFERRED.

III. RECOMMENDATIONS

A. NATIONAL LEVEL

1. A NATIONAL OR REGIONAL UNIFORM DEFINITION OF TRANSFER RATE WHICH WOULD ALLOW INCREASED EFFECTIVENESS OF TRANSFER BETWEEN

INSTITUTIONS.

2. ADDRESS THE NEEDS OF TYPE III STUDENTS (SPECIAL POPULATIONS NEEDING INNOVATIVE SUPPORT METHODS).

B. STATE LEVEL

1. EACH COLLEGE DETERMINE TRANSFER EFFECTIVENESS RATE FOR ITS INSTITUTION SINCE EFFECTIVENESS WILL VARY FROM COLLEGE TO COLLEGE DEPENDING ON OUTSIDE INFLUENCES AND OTHER VARIABLES.

2. ENCOURAGE CAMPUS WIDE SUPPORT OF TRANSFER POLICIES BY INCLUDING REPRESENTATIVES IN PLANNING.

C. LOCAL - EAST ARKANSAS COMMUNITY COLLEGE

MY RECOMMENDATIONS ARE TO DEVELOP A TWO-YEAR/FOUR-YEAR INITIATIVE TO INCREASE THE NUMBER OF STUDENTS SUCCESSFULLY TRANSFERRING TO FOUR-YEAR COLLEGES AND THUS TO INCREASE THE NUMBER OF LOW INCOME, FIRST GENERATION STUDENTS ATTAINING THE BACCALAUREATE DEGREE. THE OBJECTIVES OF THE INITIATIVE AND THE ACTIVITIES TO ACHIEVE THEM ARE:

1. TO IDENTIFY AND SELECT 75 STUDENTS FROM THE CURRENT ENROLLMENT TO PARTICIPATE IN THE TRANSFER INITIATIVE.

2. TO ASSURE THAT 75% OF TRANSFER READY STUDENTS ARE AWARDED A FINANCIAL AID PACKAGE THAT MEETS 80% OF THEIR NEEDS AT LEAST ONE MONTH PRIOR TO THEIR ENROLLING AT A FOUR-YEAR COLLEGE.

3. TO INSURE THAT 90% OF TRANSFER READY STUDENTS INDICATE FAMILIARITY WITH CAMPUSES TO WHICH THEY PLAN TO TRANSFER.

4. TO INSURE THAT 85% OF THIRD SEMESTER TRANSFER INITIATIVE STUDENTS WILL LIST COMPLETING A BACCALAUREATE DEGREE AS ONE OF THEIR GOALS.

THE 75 STUDENTS IN THE INITIATIVE WILL BE A COMBINATION OF

FIRST SEMESTER AND RETURNING STUDENTS. THE ADVANTAGE IN HAVING BOTH FIRST SEMESTER AND RETURNING STUDENTS IS THAT THOSE FIRST SEMESTER STUDENTS WILL GET INTENSE INFORMATION ABOUT TRANSFERRING FROM THE BEGINNING OF THEIR COLLEGE PROGRAM. AS THE PROGRAM CONTINUES, WE WILL EVALUATE THE DIFFERENCE IN THOSE STUDENTS WHO ARE ENCOURAGED TO TRANSFER FROM THE FIRST SEMESTER AND THOSE WHO GET ENCOURAGEMENT AFTER THEIR FIRST YEAR.

THOSE STUDENTS IN THEIR LAST TWO SEMESTERS WILL BE GIVEN PRIORITY CAMPUS VISITATIONS. ALL STUDENTS IN THE INITIATIVE WILL ENGAGE IN ALL OTHER ACTIVITIES.

PERSONAL POSITION

IN CONCLUSION, MY PERSONAL POSITION IS THAT THERE IS NOT ENOUGH RESEARCH BEING DONE ON THE LOCAL COMMUNITY COLLEGE CAMPUSES TO ASSESS THE TRANSFER RATE, TO DETERMINE IF THERE ARE STUDENTS WHO WOULD TRANSFER WITH A LITTLE MORE INITIATIVE FROM COUNSELORS AND ACADEMIC ADVISORS. NATIONALLY, I BELIEVE WE ARE ON TARGET AND ARE BEGINNING TO FOCUS ON TRANSFER ISSUES. THEREFORE, IF THIS TRICKLES TO THE LOCAL LEVEL WE WILL BE MUCH MORE EFFECTIVE.

IT SEEMS TO ME THAT THE FOUR-YEAR INSTITUTIONS ARE NOW MORE ACCEPTING OF THE COMMUNITY COLLEGE STUDENT. THEIR ATTITUDE IS CHANGING AND SOME OFFER SCHOLARSHIPS FOR TRANSFER STUDENTS. THIS IS ANOTHER WAY TO HELP FACILITATE TRANSFER; HOWEVER, I THINK THE MAIN ISSUE IS LACK OF FACILITATION OF TRANSFER AT THE COMMUNITY COLLEGE LEVEL.

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